ANGELO STATE UNIVERSITY

San Angelo, Texas

INSTITUTIONAL PLAN FOR DISTANCE LEARNING AND OFF-CAMPUS INSTRUCTION 2002-2007

VERSION 2002.1

A Member of The Texas State University System

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Angelo State University
Institutional Plan for Distance Learning
and Off-Campus Instruction, Version 2002.1
2002-2007

Part 1. Introduction

As part of its ongoing efforts to provide quality distance education programs and courses to students across the state of Texas and beyond, Angelo State University has developed its *Institutional Plan for Distance Learning and Off-Campus Instruction.* The plan serves as both benchmark and guide for ASU's distance education program. It was generated through the collective efforts of the Distance Learning Committee, a representative campus body with broad-based participation as highlighted below.

Ms. Elaine Beach	Information Technology
Dr. Richard Beck, Chair	Center for Academic Excellence
Dr. Carol Diminnie	Graduate School
Dr. Maurice Fortin	Porter Henderson Library
Mr. Doug Fox	Information Technology
Dr. Deborrah Hebert	Student Life
Ms. Mitzie Keeling	Admissions
Maj. Darcy Maloney	Department of Aerospace Studies
Dr. John Miazga	School of Education
Dr. Edward Russell	Department of Nursing
Dr. June Smith	Department of Communications, Drama, and Journalism

The plan was reviewed by the Council of Deans, the Council of Deans and Department Heads, and the Administrative Council prior to receiving final approval. It is updated every five years and serves as a reference for the institution's submissions to other state and federally recognized accrediting and credentialing agencies.

Part 2A. Degree and Certificate Programs Exported Via Distance Education and Off-Campus Delivery

Program Name and Degree Designation	Program CIP Code	Credit [C] or Non-Credit [NC]	Current [C] or Next Year [NY] Program	Percent Delivered by Distance or Off-Campus Education	Type of Delivery	Delivered Where and to Individuals [I] or Groups [G]
BS in Nursing	51.1601.00	C	C	48	Internet	Computers [I]

Distance Education is defined in CB Rules 5.152 as: Instruction in which the majority of the instruction occurs when the student and instructor are not in the same physical setting. Instruction may be synchronous or asynchronous to any single or multiple location(s): (A) Other than the "main campus" of a senior institution (or "on campus"), where the primary office of the chief executive officer of the campus is located; (B) Outside the boundaries of the taxing authority of a community/junior college district; or (C) Via instructional telecommunications to any other distant location, including electronic delivery of all types.

Off-campus Education is defined as: Instruction in which one-half or more of the instruction is delivered with the instructor and student in the same physical location and which meets one of the following criteria: for senior institutions, Lamar state colleges, or public technical colleges, off-campus locations are locations away from the main campus; for public community/junior colleges, off-campus locations are locations outside the taxing district.

Part 2B. Degree and Certificate Programs Imported Via Distance Education and Off-Campus Delivery

Program Name and Degree Designation	Program CIP Code	Credit [C] or Non-Credit [NC]	Current [C] or Next Year [NY] Program	Percent Delivered by Distance or Off Campus Education	Type of Delivery	Received From
Not Applicable						

Distance Education is defined in CB Rules 5.152 as: Instruction in which the majority of the instruction occurs when the student and instructor are not in the same physical setting. Instruction may be synchronous or asynchronous to any single or multiple location(s): (A) Other than the "main campus" of a senior institution (or "on campus"), where the primary office of the chief executive officer of the campus is located; (B) Outside the boundaries of the taxing authority of a community/junior college district; or (C) Via instructional telecommunications to any other distant location, including electronic delivery of all types.

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Part 3. Institutional Plan

Section 1. Institutional Issues

1. **(YES) The institution documents compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs.***

    Angelo State University (ASU) hereby affirms that it is in compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs* as stated in the attached memorandum from the Vice President for Academic Affairs (Appendix Item A). Additionally, as of June 2002, each distance education course proposal will include a completed *Checklist for Incorporating the Principles of Good Practice into Electronically-Based Courses,* which will verify and document compliance. Documentation will be archived in the Office of the Associate Vice President for Academic Affairs.

2. **(YES) Distance education is consistent with the institution's educational mission.**

    "Both traditional and technological learning resources are utilized in instruction and research and to provide special services and programs of continuing education and distance education, which contribute to the cultural and economic welfare of the region served by the University." ASU Mission Statement

    ASU's web-based Bachelor of Science in Nursing (BSN) program and Master of Science in Nursing courses play a primary role in fulfilling this portion of the institutional mission, specifically by addressing the needs of nontraditional students through distance education.

3. **(YES) The institution has an assessment process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance education.**

    A number of factors have influenced the scope and direction of ASU's distance education program. The institution ran its first needs assessment in 1995, which resulted in the identification of certain types of classes, particularly professional (graduate) and continuing education classes that had a distance education market in the fifteen county area surrounding San Angelo. In 1997, the University of Texas of the Permian Basin requested that ASU consider an exchange of courses in criminal justice and public administration. In the same year, Stamford Independent School District requested that graduate course work be offered by ASU for teachers in the surrounding school districts. During the 1998 fall semester and following a regional needs assessment, the Nursing Department test marketed an upper-division nursing course that ultimately led to the online BSN.

    In all instances, the department head is the first to evaluate the validity of the rationale for the proposed program. If approved, the proposal filters through the

college or school dean to the Associate Vice President for Academic Affairs, who oversees distance education at ASU. Once approved, the proposal is forwarded to the Vice President for Academic Affairs, who then reviews it with the President. Typically, independent confirmation is sought from students, faculty, administrators, and employers as to the need for and the projected viability of the proposed program. Upon approval of the President, programs are subject to curricular development and approval procedures as outlined in section 2, item 1 of this document.

4. **(YES) The institution evaluates the overall effectiveness of its distance education program by assessing progress toward meeting its institutional goals. The evaluation outcomes are incorporated into the institution's overall institutional effectiveness efforts.**

    Elements of the institution's traditional and technological learning resources have been melded to provide programs in distance education that contribute to the economic welfare of the region. Through its Institutional Effectiveness process, ASU monitors programmatic outcomes and their associated impact on institutional mission and goals. Programs, such as the online BSN, typically track course completion, state licensure examination rates, job placement rates, and employer satisfaction. Outcomes of these assessments are furnished to the Institutional Effectiveness Oversight Committee and subsequently compiled in the Annual Report on Institutional Effectiveness. The President reviews the findings with each of the vice presidents, and they in turn review the findings with their constituent programs. Opportunities for the overall advancement of the institution are identified, corresponding institutional effectiveness plans are developed, and the cycle of Institutional Effectiveness begins anew.

5. **(YES) The institution has an officer responsible for distance learning in a position that is appropriate for the institution and the size of the distance education program.**

    The Associate Vice President for Academic Affairs (AVPAA) is the officer responsible for the distance education program at ASU. The AVPAA reports directly to the Vice President for Academic Affairs and has line responsibility for the Center for Academic Excellence. Distance education responsibilities are well placed in that the AVPAA is heavily involved in matters relating to curriculum, budget, technology, retention, and academic excellence. The AVPAA is a member of the Administrative Council, the Advising Committee, the Budget Committee, the Deans Council, the Deans and Department Heads Council, the Distance Education Committee, the Retention Committee, the University Curriculum Committee, and the University Technology Committee. Given the scope of activities of these various committees, the AVPAA is well informed and uniquely positioned to provide leadership over the many facets inherent in distance education.

    A recent restructuring has also brought the area of Student Life under the Office of Academic Affairs, thereby facilitating the amalgamation of academic affairs and

student affairs. It is anticipated that this restructuring will increase the level of service for all ASU students, including those involved in distance education.

6. **(YES) The institution has established requirements for admissions, satisfactory student progress, and graduation requirements for distance education.**

Admission criteria, satisfactory student progress expectations, and graduation requirements are the same for distance education and on-campus students. The BSN online completion program is the only currently active distance education program at ASU (although the MSN program offers one online distance education course per semester, it is not an online program). Admission criteria, course requirements, syllabi, clinical practicum instruction, and requirements for satisfactory student progress and for graduation are outlined in the *Bachelors of Science in Nursing Student Handbook,* which is readily available to students via the web. (Appendix Item B)
http://www.angelo.edu/dept/nursing/bsn/bsnhandbook%20.pdf

7. **(YES) Policies relevant to transcripting, grading, and transfer credentials are in place.**

General statements and corresponding policies relevant to transcripting, grading, and transfer credentials are included in the *Angelo State University Bulletin,* which is available to student in print form through the Office of Admissions or in electronic form via the ASU web site. These statements and policies are equally applicable to distance education students and on-campus students. ASU transcripts do not differentiate between courses earned on-campus and courses earned via distance education.
http://www.angelo.edu/cstudent/university_catalog_2001.htm

8. **(YES) The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act (ADA).**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination by the University, as required by the Americans with Disabilities Act of 1990.

Distance education students with a documented disability, as defined by the Americans with Disabilities Act, may contact the Office of the Associate Dean of Student Life. To the extent possible, the faculty and administration will make a reasonable accommodation to assist qualified disabled individuals in meeting their degree requirements. The office is accessible by e-mail, phone and/or the disability services portion of the ASU web site.
http://www.angelo.edu/services/student_life/disability_services.htm

9. **(YES) SACS and other professional credentialing agencies have been notified, as appropriate.**

    On July 21, 1998, the Southern Association of Colleges and Schools (SACS) was notified by Angelo State University of a substantive change in technology-based instruction. In its reply, SACS found that given the limited scope of ASU's activities, no further action would be required until the institution offered 50% or more of the credits in an educational program via distance learning. On July 29, 2001, and in advance of its on-site reaccreditation visit, SACS was notified by ASU that forty-eight percent of the BSN program was offered online. SACS, in its reply, reiterated the need to complete a substantive change once the threshold had been crossed.

    The National League for Nursing Accrediting Commission (NLNAC) has accredited the online BSN and MSN programs through fall 2007 and fall 2004 respectively.

10. **(YES) The institution has sufficient financial resources to initiate and sustain quality distance learning courses and programs, and the support services that accompany them, and a process by which funding is distributed to support distance education.**

    To provide financial assistance to faculty members who are interested in developing distance education courses, ASU offers funding through its Technology Development Grant Program and Faculty Development and Enrichment Program. These programs are annually funded at $40,000 and $50,000 respectively. Faculty members who have been funded through these programs typically receive a one or two course load release during the summer and financial assistance to cover associated professional development expenditures.

    It is the responsibility of the associated academic and support service departments to request sufficient funds to support quality distance education offerings. Through an annual budget process that is linked to institutional effectiveness, departments receive education and general (E&G) support from both state and local funds. The bulk of the technological infrastructure is supported through Higher Education Assistance Fund (HEAF) allocations.

    Given the relatively small size of the ASU distance education program, funding is sufficient to maintain current operations. However, should the program be slated for growth, additional sources of revenue would be necessary. It is anticipated that a distance education fee would be instituted in support thereof.

Section 2. Educational Programs

1. **(YES) The institution has procedures in place for planning, development, approval and review of quality distance education programs; and for meeting external accrediting bodies standards.**

As with all matters pertaining to curriculum planning, development, approval and review, the processes at ASU are rigorous. Proposed distance education programs are planned and developed by the faculty in consultation with their peers, the administration, and appropriate accrediting agencies. Completed proposals are delivered to the department head for approval and then forwarded to the college or school dean as appropriate. Upon receipt the dean will forward the proposal for a distance education program to the college or school curriculum committee. After review by the committee, the proposal is sent to the dean for approval. The proposal then is forwarded to the university curriculum committee for approval. The Registrar then reviews and forwards distance education programs to the Vice President for Academic Affairs. Once approved by the Vice President and President, distance education programs are then forwarded to the Board of Regents of The Texas State University System for review. Upon approval, the distance education programs are submitted to the Texas Higher Education Coordinating Board and ultimately to the Southern Association of Colleges and Schools and/or other accrediting bodies as appropriate.

ASU's method for the assessment of distance education offerings is multifaceted. Course instruction is assessed via the online version of the *IDEA Student Ratings of Instruction*. Use of this instrument has allowed the Nursing Department to include an additional ten online-specific questions that cover overall student satisfaction with their distance education experience. Based on evaluative feedback, curricular improvements have been implemented in NUR 3601 and 4602, which included a modification of student project requirements; and in NUR 4302, which included a modification from a non-clinical to a clinical format.

Since 1997, the University has completed annual cycles of planning and reporting via a web-based institutional effectiveness system. All departments are required to submit two documents: a plan that outlines the department's connection to the mission statement and the objectives it wants to achieve, along with two separate means of assessing each objective; and a report that lists the results of the assessment and how these results will be used to improve unit quality. The departments submit their reports to the Institutional Effectiveness Oversight Committee, which then provides suggestions to each department and presents an annual report on overall institutional effectiveness to the President.

In the 2001 fall semester, ASU implemented the process of programmatic review, the primary purpose of which is to examine such factors essential to the improvement of academic programs, as measured by the quality of the faculty, student learning, library and other educational resources, the curriculum, and available facilities. Program review is closely linked to institutional mission, effectiveness, planning, and budgeting. Through an examination of programmatic strengths and weaknesses, plans are developed, implemented, assessed, and renewed to support a campus culture of continuous quality improvement. Departments undergoing review will address their distance learning components as appropriate.

2. **(YES) The institution has plans/procedures for assessing student learning outcomes, student retention, and student satisfaction in its distance education programs and courses; and for using the results of the assessment to improve courses and programs.**

The *Policy and Procedure Guide for Institutional Effectiveness,* developed in 1998, outlines the guidelines for developing and submitting institutional effectiveness plans and reports. Each academic unit must have a purpose statement and three to five objectives statements addressing quality of education. These are assessed both quantitatively and qualitatively, and at least one means of assessment must rely on student performance.

The BSN program, with the assistance of the Office of Institutional Planning, Research, and Assessment, has assessed three student learning outcomes. 87.5% of BSN graduates had found employment at the time the survey was completed. Employers had rated BSN graduates between "above average" and "well above average" in the level of competency and professionalism displayed. 63% of BSN graduates had supported professional nursing associations and were active at the state, regional, and national levels. Each of these student learning outcomes exceeded the established benchmark. It is anticipated that the assessments performed by the BSN program will serve as a model and template for future distance education programs.

As with on-campus programs, student retention in the distance education program is tracked by the academic department. Semester by semester, course enrollments are monitored by the department head as cohorts progress through the program. Significant levels of attrition are noted and steps are taken to address any discrepancies.

Student satisfaction with their distance education program has been tracked through the use of the *IDEA Rating of Student Instruction.* This instrument allows for the inclusion of questions to assess student satisfaction. A representative sample of these questions and a composite average of student responses have been included as Appendix Item C. Overall student satisfaction in the online BSN has been very positive.

Results of these assessments have led to a number of curricular changes in the online BSN program including a reapportioning of the practicum and lecture components in NUR 3301, 3303, and 4302. Additionally, the Department has chosen to use the HESI exam over the NLN CAT exam, as it is more reflective of programmatic goals.

3. **(YES) Explain procedures that are in place to evaluate all instructional materials developed by other organizations or institutions prior to use in distance education.**

ASU faculty members have developed all courses delivered via distance education. All associated media and textbooks used in the program have been reviewed by the

faculty, usually by committee, prior to purchase and implementation. This process is mirrored in the development of on-campus courses.

Section 3. Faculty

1. **(YES) The qualifications for distance education faculty are the same as faculty teaching the same courses in a traditional on-campus format.**

   Distance education faculty qualifications are the same as for on-campus instructors. In the case of those faculty members involved in the delivery of the online BSN, there are no exceptions to ASU's required qualifications, which meet SACS and THECB guidelines.

2. **(YES) The institution provides orientation and training for faculty involved in distance education programs.**

   Faculty members interested in developing and teaching distance education courses are provided with access to a wide variety of distance education workshops. A satellite downlink is available to receive educational programming and satellite-delivered teleconferences. On-campus events (such as sessions with consultant trainers) are available as are mini-courses offered under the auspices of ASU's Office of Information Technology.

   A Multimedia Instructional Support Center is available to faculty for developing multimedia presentations and interactive learning modules that enhance the distance learning experience. The training center, staffed by student technology assistants, is open for faculty use every workday afternoon and at other pre-arranged times. The student assistants are available to help the faculty with web page design and creation, image scanning and rendering, audio and video recording and compression, and basic technical support.

   As previously mentioned, ASU also promotes the off-campus professional development of its distance education faculty through departmental travel funds and the awarding of Technology Development Grants and Faculty Development and Enrichment Grants.

3. **(YES) Procedures are in place for appropriate evaluation of faculty involved in the distance education program (such as procedures that evaluate faculty-student interaction).**

   ASU's distance education faculty is evaluated in the same fashion as its faculty involved in on-campus instruction. Through procedures that have been formalized at the departmental, institutional, and system-wide levels, ASU observes a stringent evaluation process, which is documented in its *Faculty-Staff Handbook* and included in this document as Appendix Item D. Tenure-track and tenured faculty are evaluated in the areas of teaching, research (scholarly and creative activity), and service.

Since 1999, ASU has used the *IDEA Student Ratings of Instruction* form as a primary means for the evaluation of teaching. All courses offered by ASU are evaluated each fall and spring semester. Originally, only a paper version of the *IDEA* instrument was available and it was mailed to students. With the advent of the fall 2001 semester, the survey was made available in a web-enabled version, which achieved a response rate in excess of eighty-two percent.

In the Fall 2001 Group Summary Report for Nursing, four items specifically assess student and faculty rapport. Each item appears below with its average score, which is based on a five-point rating scale (1=hardly ever, 5=almost always).

- Displayed a personal interest in students and their learning. (4.5)
- Found ways to help students answer their own questions. (4.4)
- Explained the reasons for criticisms of students' academic performance. (4.1)
- Encouraged student-faculty interaction outside of class. (4.4)

Department heads consult with faculty about their evaluations. Suggestions for improvement are offered and peer counseling or mentoring are used when appropriate. Faculty who wish to compete effectively for promotion remain mindful of their annual evaluations and continuously seek to improve teaching and overall performance.

4. **(YES) Please describe the role of faculty in development and evaluation of courses and their role in affirming adherence to the Principles of Good Practice.**

As with all curricular courses, ASU faculty members bear the responsibility of distance education course development and evaluation. Faculty members typically attend web course development workshops and consult with their distance education peers. They make full use of available IT resources, including the Multimedia Instructional Support Center, which offers instruction in *Blackboard,* the institution's platform for distance education course delivery. As course development progresses, faculty members typically consult with departmental faculty and faculty on the various curriculum committees to secure valuable input that contributes to the quality of their proposed course.

Once again, evaluation of the course primarily takes place through the *IDEA Student Ratings of Instruction*. This instrument provides vital input as to the successful and unsuccessful elements within a course. Prior to *IDEA*, the nursing faculty had used a survey that was built into course materials.

Affirmation to the Principles of Good Practices was initially an administrative verification of the developed course's level of high quality. With the change in THECB requirements from "affirmation" to "documentation" and as of June 2002, ASU faculty who are developing a distance education course must now complete the *Checklist for Incorporating the Principles of Good Practice into Electronically-Based*

Courses. This document will accompany the proposed course as it journeys through the many steps of approval and it will remain on file in the Office of Academic Affairs to document compliance.

5. **(YES) A policy exists that addresses faculty teaching load for those involved in distance education.**

   A class delivered via distance technology is part of the faculty member's regular load. These classes are not taught as overloads nor is release time given to present a class via distance technology. However, many of the current distance education courses at ASU have been developed by faculty members who, through a summer grant, have received a one or two course release.

6. **(NO) A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.**

   Angelo State University does not use faculty from other institutions to deliver its distance education courses. Should this become necessary in the future, it is anticipated that these faculty would meet the criteria established by the THECB and SACS.

7. **(YES) The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable) that are appropriate for distance education.**

   The copyright policy for Angelo State University, as presented in the *Rules and Regulations of The Texas State University System*, addresses matters pertaining to ownership of copyright, mediated coursework, competitive use of employee-owned mediated courseware, distribution of copyright royalties, use of copyrighted software, and revision and withdrawal of course materials. The complete copyright policy has been included in this document as Appendix Item E and is available through the TSUS web site. In addition, the Office of Information Technology publishes a number of policies that govern appropriate faculty and student use of e-mail, software, server, and web resources.
   http://www.swt.edu/tsus/rules.html
   http://www.angelo.edu/services/technology/policy.htm

Section 4. Student Support Services

1. **(YES) The institution provides distance learners access to appropriate student services.**

   Admissions. Prospective students may access the Office of Admission through the ASU website by email or regular mail, and by phone via an 800 number. General admission requirements are available at the Admissions web site while more specific requirements for the online BSN are included at the Nursing web site. The Office of

Admissions, as with all administrative services, is assessed annually via the aforementioned Institutional Effectiveness system.
http://www.angelo.edu/pstudent/admissions.htm

Registration. In order to complete successful registration, distance education students may access the Bulletin, Class Schedules, and the RAMS registration system via the ASU web site. While the Bulletin and Class Schedules are available 24/7, the registration system is available from 8:00 AM to 8:00 PM, Monday through Friday and from 1:00 PM to 4:00 PM, Saturday. The Office of the Registrar is assessed annually via the ASU Institutional Effectiveness system.
http://www.angelo.edu/cstudent/university_catalog_2001.htm
http://www.angelo.edu/publications/scheduling_information.htm
http://rams.angelo.edu

Academic Advising. Advising services are provided for students in the online BSN program directly by the online faculty. They are accessible by phone, email, and in-person appointments. The Nursing Department maintains all necessary contact information on the campus web site. In addition, ASU has recently established a new Office of Academic Advising. As the need arises, advisors within this office will be assigned responsibilities within the distance education program. Both the Nursing Department and the Office of Academic Advisement are annually assessed via the Institutional Effectiveness system.
http://www.angelo.edu/dept/nursing/

Remedial Services. No remedial services are provided at this time as those involved in the online BSN have completed an associate degree program prior to admission. Hence the need for remediation is nonexistent.

Placement Services. The Office of Career Development handles all services associate with career planning, including testing and assessment, and job placement. Both on-campus and distance education students have access to such services as resume and interview skills development, job search strategies and information, and appropriate contact information. Both students and employers may register with the Office of Career Development online. Like other campus administrative areas, Career Development is assessed via the Institutional Effectiveness system.
http://www.angelo.edu/services/career/

Testing and Assessment. The Division of Continuing Studies coordinates ASU's various campus testing and assessment services including CLEP, correspondence examinations, registration for local ASU examinations, GRE Subject Examinations, LSAF, MRT, TEXES, TCLEOSE, and other specialized examinations. Continuing Studies may be reached via phone or e-mail, but it does not currently maintain a web page on the campus server. Due to the required level of security, the BSN exit exam is administered on campus by Nursing Department faculty.
http://www.angelo.edu/directory/office/index.htm#C

Orientation. An intensive on-campus orientation at the beginning of the online BSN program instructs students in the use of technology. They are shown how to register online, how to access course materials, how to navigate their way in *Blackboard*, and how to use the library. These items are also included for reference in the online BSN handbook, which also lists minimum hardware and technological skill requirements including such abilities as Internet browsing, sending email with attachments, and using a word processor. A detailed online help menu is also available to students at the Nursing web site, and additional assistance is located within the online *Blackboard* program. The on-campus orientation is regularly assessed via a survey instrument that is circulated to students while they are attending orientation.
http://www.angelo.edu/dept/nursing/bsn/competencies/index.htm

Computing Departments. The Office of Information Technology maintains a complete listing of all computer labs available for ASU student use. Through its web site, it also provides information on dial up and email access, proxy services, *Blackboard*, and software agreements. Information Technology is assessed annually through the Institutional Effectiveness system and biannually via the *State Strategic Plan for Information Resources.*
http://www.angelo.edu/services/technology

Financial Aid Office. Distance education students may access the Office of Financial Aid through the ASU web site. General information, a list of frequently asked questions, scholarship information, forms, and contact information are available online. The Office of Financial Aid is annually assessed through the Institutional Effectiveness system.
http://www.angelo.edu/services/financial_aid

Counseling. Due to the sensitive nature and requisite confidentiality involved, counseling services are not available through the ASU web site. Students may schedule an appointment with a counselor by phone and they are encouraged to bring forward their concerns involving relationship issues, adjustment, problem-solving, decision-making, stress management, test anxiety, and depression. Counseling services is assessed annually through the Institutional Effectiveness system.
http://www.angelo.edu/services/studentlife/counseling/

Help Desk/Hot Line. The ASU Help Desk is available to assist distance education students with hardware and software concerns. Students may refer to the Help Desk web site, which provides phone and email contact information. Help Desk services are available from 8:00 AM to 9:00 PM, Monday through Thursday, 8:00 AM to 6:00 PM, Friday, and 9:00 AM to 1:00 PM, Saturday. Help Desk services are assessed annually through the Institutional Effectiveness system.
http://www.angelo.edu/services/technology/helpdesk.htm

2. **(YES) Distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered.**

Information Technology provides access to library services for online students. Dial-up and proxy server access provide availability, via the RamQuest gateway, to the online catalog, database search systems, electronic journals, Internet resources, and other library services. Additionally, TexShare cards allow students to use any participating Texas public or academic library, subject to local restrictions. Interlibrary Loan is available to distance education students as well. During their most recent reaccreditation visits, the Texas State Board of Nurse Examiners and the National League for Nursing Accrediting Commission found current library resources sufficient to support the online BSN program.
http://www.angelo.edu/services/library/ramquest.htm

3. **(NO) Creating learning communities for distant students is an emerging distance education trend.**

ASU is not currently involved in the development of non-content oriented learning communities for distance education students.

Section 5. Distance Education Facilities and Support Services

1. **(YES) The institution has available the facilities and equipment necessary to deliver its distance learning program.**

Angelo State University's distance education program is focused on Internet accessible course materials and related resources. Angelo State University students enrolled in courses utilizing distance education may access online resources and course materials with a computer, web browser and an Internet connection. These Internet accessible distance education course materials are accessible to students at anytime from both on and off campus.

Angelo State University students may utilize the free campus dialup network or any other Internet Service Provider to access the online course resources. The campus dialup network consists of 96 modem connections each with a maximum speed of 56 kbs. Expansion of this service is planned for early fall 2002. In addition to dialup access, a majority of students in the residence halls may access the online course resources directly through the campus network via high-speed network connections in student living areas. Students without computer access at home may utilize one of the over 300 student use computers available throughout the campus in seven computer lab facilities.

The local Angelo State University network is connected to the Internet via a nine (9) megabit bi-directional link to the Texan2000 statewide data network. Through our partnership in the West Texas Disaster Recovery and Operations Center (WTDROC), the wide area network is fully redundant between our campus and the point of convergence on the Texan2000 network. Throughput on the wide area network is continually monitored to ensure response time consistent with established service objectives. The capacity plan for the wide area network has included bandwidth and supporting electronics upgrades annually over the past five years.

Specialized classroom management software is utilized to provide students with online course content and an array of services that enhance interaction between students and faculty. Software systems from Blackboard and Anlon are currently available to all Angelo State University faculty members interested in offering online course content. The software systems are operated from the campus Computer Center. The Computer Center is physically and electronically secured with complete climate and power conditioning to ensure continuous operation. The hardware platforms supporting these individual software systems are fault tolerant, high-availability servers with redundant power distribution and disk array subsystems. All hardware resources supporting distance education online services are part of an overall capacity planning process that includes replacement of any equipment outside the targeted service cycle. Currently, production servers that support Blackboard and Anlon are replaced every three years. To ensure complete recovery of all student and faculty data in the event of a disaster, these systems are physically backed up to tape each night and rotated off-site per our technology disaster recovery plan.

In addition to classroom management software solutions available to Angelo State University faculty, a campus web server is provided to allow faculty the ability to create course related web pages. A faculty member may choose to create individual web pages and also utilize Blackboard or Anlon classroom management software. The hardware resources supporting the web server reside in the campus Computer Center and receive the same capacity planning, replacement and backup services as the classroom management software servers. All hardware and software systems associated with distance education offerings have service availability objectives that are closely monitored for performance.

2. **(YES) Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc., associated with distance learning activities.**

Nursing clinical placements of distance education students follow the same process as was utilized when the program was offered on-campus. Faculty and students work together to identify an appropriate clinical site and preceptor that satisfy BNE requirements. A cooperative agreement is signed with the host agency ensuring that the host administrator and preceptor will provide and facilitate student experiences consistent with course objectives. At minimum, nursing faculty maintain weekly contact with students and preceptors, and faculty retain the responsibility of all student clinical evaluations with input from the preceptors. A list of participating agencies has been included as Appendix Item F.

Appendix Item A
Memorandum: Principles of Good Practice

July 11, 2002

MEMORANDUM

To: Texas Higher Education Coordinating Board

From: Don Coers

Subject: Principles of Good Practice

Angelo State University hereby affirms that it is in compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs.* The institution's development of quality distance education offerings has consistently met the standards as defined by the THECB in its publication, *Guide for Incorporating the Principles of Good Practice into Electronically Based Courses*. Our faculty has been diligent in providing appropriate learning outcomes and opportunities for interaction in courses that are coherent and academically mirror the rigor of their on-campus counterparts.

The institution is committed to provide programs of distance education that contribute to the cultural and economic welfare of the region. To this end, ASU offers requisite informational and support services to its faculty and students that enrich the development, delivery, and understanding of academic content. Ongoing assessment and evaluation by students, faculty, staff and administration contribute to a cycle of continuous quality improvement that advances program offerings.

Beginning in June 2002, ASU will now document its efforts through the use of the *Checklist for Incorporating the Principles of Good Practice into Electronically Based Courses*. This documentation will be housed in the office of the Associate Vice President for Academic Affairs and will serve as both record and reference.

Should you require additional information, please contact me at your convenience.

Appendix Item B
BSN Student Handbook Excerpt: BSN Student Policies

(1) Admission criteria

Eligible registered nurses anywhere in the world can take the online BSN courses. Students who successfully complete the program will receive the Bachelor of Science in Nursing degree. The degree cannot be awarded to international students abroad, but those international students may complete the non-clinical portion of the BSN curriculum.

Entrance into the Bachelor of Science in Nursing degree program requires admission to both the University and the Department of Nursing. The educational experience of each registered nurse will be evaluated on an individual basis.

The application deadline for admission to the BSN program is: Fall term -- April 1st or until filled; Spring term -- October 15th or until filled.

The applicant must have a current license to practice as a registered nurse in the State of Texas or the state where the applicant will do clinical practice. Validation of current license or interim permit must be in the student's file before admission is final.

The new graduate who has taken the National Council Licensure Examination - Registered Nurse (NCLEX-RN) may be admitted to the BSN program before the test results are available (non-clinical courses only); however, in the event acceptable test scores and Registered Nurse licensure are not received, withdrawal from the BSN program is mandatory at the end of the current semester.

The applicant must have completed an NLNAC-accredited associate degree in nursing program.

Applicants who completed an NLNAC-accredited hospital diploma nursing program will need to complete placement examinations for evaluation of their knowledge base in courses that are prerequisite to entrance into the BSN program.

Official transcripts from all colleges attended, nursing schools, etc., must be on file in the Department of Nursing and the Registrar's Office.

The applicant must have a cumulative grade point average (GPA) of 2.50 (based on a 4.00 scale) on all college work. Petitions for provisional admission will be considered on an individual basis by the BSN faculty, BSN level director, and the Nursing Department head. Applicants who are given provisional admission will be on probation, with the requirement that they achieve at least a 2.5 cumulative GPA on all work until they have completed 10 semester credit hours in the BSN program at ASU. No applicant with a cumulative GPA below a 2.00 will be granted provisional admission. The student must also seek regular admission to the university.

(2) Licensure and other documentation requirements

o   The student is responsible for maintaining a current RN licensure throughout the length of the program and will notify the ASU Nursing Department of any change in registration status.

o   Current CPR card from the American Heart Association or the American Red Cross that includes infant, child and adult 1- and 2- rescuer procedures. The student is responsible for maintaining current CPR certification throughout the length of the program.

o   Evidence of personal liability insurance of at least $1,000,000/$3,000,000 (Available through the ASU Nursing Department and automatically paid with student fees).

o   Evidence of ASU-required immunizations within the last 10 years: (tetanus, diphtheria, MMR, PPD skin test, and hepatitis B series). Additional immunizations may be required by the clinical facility. The student is responsible for acquiring and cost of all required immunizations.

(3) References

The applicant will submit three professional letters of reference with the application materials. The letters must be from (1) the student's immediate RN nursing supervisor at the student's place of employment, (2) a second RN with at least a BSN, (3) a clinical instructor or nursing dean/director from the student's ADN or Diploma nursing program. Each letter must address:

o   how long the applicant has been known to the person writing the letter, and in what capacity,

o   the applicant's abilities as a competent, safe registered nurse in regards to assessment, planning, interventions, and evaluating nursing care,

o   a description of the applicant's professionalism,

o   the applicant's communication abilities, oral and written,

o   examples of the applicant's self-directedness and self-motivation,

o   the applicant's characteristics that will facilitate his or her success in higher education.

(4) Online technology requirements

The student is responsible for having a quality, reliable computer, printer and Internet and email connections. Students without immediate access to the ASU campus must have a personal email address. It is *strongly* recommended that students have a computer with a CPU of at least 233 MHz, 32Mb RAM memory, Windows 98 or higher operating system, Microsoft Word 97 or a higher version of this word-processing program, and a 56kps or faster modem. Faculty often use Microsoft PowerPoint presentation software to present course content and students will need the software to read the PowerPoint files e-mailed to them.   However, a free PowerPoint viewer may be downloaded from the Microsoft web site (http://office.microsoft.com/downloads) so that students do not have to purchase

the full software product. A recent version of MS Internet Explorer web browser is also required, and can be downloaded free at the Microsoft web page. Computer hardware and software that are less than the above specifications may cause technical problems that the student is solely responsible for getting fixed or upgraded. The online courses cannot be altered to work on older systems. Students are solely responsible for knowing how to operate their computer system and software. The nursing department cannot provide technical assistance for personal computers and software. A full orientation to the ASU interactive online course web pages will be provided during the initial on-campus orientation.

(5) Identifying a preceptor

The faculty will work with the student in identifying a qualified preceptor. Prior to selection of the preceptor, the preceptor's agency must have a current "Contract of Association" in place with the University. The preceptor must agree to serve in that role for the duration of the clinical course. (See the *Preceptor Manual* for additional qualifications). Angelo State University follows the Texas Board of Nurse Examiners' preceptor qualifications Regulations 215.10(f)(5) in requiring that the preceptor:

1. Have a bachelor's degree in nursing (preferred) and current licensure as a registered nurse in Texas or the state where nursing is practiced, or
2. Have a bachelor's degree as a health care professional and is practicing in that area of degree preparation in Texas or the state where the profession is practiced, and
3. Is competent in the designated area of practice (at least one year of practice in the clinical area the student will be doing clinical practice),
4. Have a philosophy of health care congruent with that of the nursing program,
5. Sign the Preceptor Agreement form located in the *Preceptor Handbook*,
6. Provide written support from both his/here immediate supervisor and the facility CNO to serve in the capacity of ASU student preceptor (form is in *Preceptor Handbook*).

(6) Library resources

To supplement ASU's online library resources, the student should obtain access at his/her local city, college, and/or hospital libraries. See Student Facilities and resources section later in this manual for additional online library information.

(7) Clinical facility substance policies and procedures

Students are subject to all clinical agency policies and procedures regarding drug and alcohol use, which may include drug screening prior to starting a clinical rotation, and random drug screenings. Students may also be subject to background checks by the agency.

(8) Problem management

The student will *immediately* notify faculty by telephone of any problems or concerns with clinical experiences, patients, preceptor, clinical site, or any other clinical or course related problem.

(9) Student identification

The student must purchase a student name badge through a private source. The badge must meet the following characteristics:

1.   Blue background with white letters
2.   First initial, last name, and RN on first line
3.   School and program affiliation on second line
4.   Example:
          J. Doe, RN
          ASU B.S.N. Student

No other degrees, credentials, certifications or other information can appear on the name badge. Wear the designated ASU nursing student ID badge at all times during school-related clinical experiences. Wearing ASU identification in a clinical area when not working in a student capacity or while working in one's usual professional nursing role is strictly prohibited. Identifying one's self as an on-duty ASU nursing student outside of specific ASU-sanctioned clinical experiences warrants immediate course failure and permanent removal from the nursing program.

(10) Uniform

Basic white lab coat will be worn as designated by individual clinical faculty, the agency, or specific requirements of the clinical area. Some clinical areas may require a full, traditional nurse uniform, others may require scrub clothes, etc. All clothing should be clean and project an image consistent with the professional nurse.

(11) Preceptor physical presence

The student will participate in clinical activities only when the designated preceptor has physical presence in the clinical facility and can provide regular before- during- and after- clinical contact with the student during that clinical period.

(12) Clinical hour limitations

The clinical student will not work greater than eight consecutive clinical hours, and no more than eight clinical hours in a 24-hour period without specific permission from the ASU nursing faculty.

(13) Completion and submission of assignments

Complete and submit all course assignments within the time frame designated by course faculty. The student is responsible for points on assignments and exams that are lost or delayed due to computer or other technical problems that did not originate from the ASU university system.

(14) Required on-campus activities

The first online course has a required on-campus orientation activity. The last course has a required on-campus exit exam. Other courses may have concentrated on-campus activities such as physical assessment practice or competency testing on a weekend. The student is solely responsible for attending required on-campus activities, and is responsible for any and all travel and lodging costs associated with attendance. Lack of attendance at required on-campus activities will lead to an "I" (incomplete), "WF" (withdraw failing), or "F" (fail), depending on the course and/or semester time period the absence occurs. A grade of "I" converts to an "F" if the course requirements are not satisfied by the end of the following semester. Note: not all courses are offered each semester.

(15) Clinical documentation

All clinical courses will require a log of student activities. Each course will have different objectives and requirements for the log, but at a minimum each log will be typed and include dates, times, how objectives were worked on or satisfied on any given day(s), signature of student and signature of student's approved preceptor. The logs will be faxed at least weekly to the nursing faculty.

(16) Professional behavior

The student as a representative of ASU will act and perform in a manner consistent with the professional nurse at all times, as published in the Texas and other states' Nurse Practice Acts. Likewise, the student must at all times perform within the guidelines published in this ASU *BSN Student Handbook*. Each student will receive a copy of this document. The Texas Nurse Practice Act and accompanying Rules & Regulations are available at the Texas BNE web site: http://www.bne.state.tx.us/nparr.htm

(17) Student incident

Any student involved in a clinical incident (e.g. accidental needle stick, fall, etc.) must notify the clinical instructor and preceptor immediately. The instructor will then provide information on appropriate action to be taken. Reporting of any incident must be done immediately for the safety of all persons involved.

(18) Student's clinical experiences at his/her place of employment

To help ensure a broad range of clinical experiences, the student, in general, may not have clinical experiences at his or her area/unit of employment. The student is obligated to inform the instructor *immediately* if this conflict occurs so the instructor can review the situation and determine if an alternate clinical site is indicated. Additionally, the student may not do clinical activities at the same time he or she is performing employer-related work for compensation.

(19) Other

Students are responsible for being prepared for their clinical experience by identifying their learning needs, seeking learning opportunities to meet course objectives, and being accountable for their clinical practice. The student will:

1.   Work with faculty to facilitate establishment of the Contract of Association with the participating agency prior to beginning the clinical experience,
2.   Facilitate the preceptor's signing and returning of the Preceptor Agreement form (in the *Preceptor Handbook*) prior to initiation of the clinical experience,
3.   Discuss specific clinical objectives and personal learning goals with the preceptor and instructor at the beginning of the clinical experience,
4.   Provide the preceptor with course objectives and guidelines,
5.   Provide the clinical site with necessary licensure, liability insurance and educational information as requested,
6.   Perform under the guidance and supervision of the preceptor, complying with standards and policies of the agency,
7.   Demonstrate professional role behaviors of the Registered Nurse,
8.   Notify the agency, preceptor, and instructor prior to the designated clinical time if unable to attend on a scheduled clinical day,
9.   Maintain regular communication with instructor and preceptor,
10. Complete a written evaluation of the clinical site, preceptor, and instructor at the end of experience.

(20) Program progression

A grade of C or above in each nursing course and a minimum 2.0 overall grade point average at the completion of each semester is required to register for the next nursing course. A minimum 2.0 overall grade point average for all college work and a minimum 2.0 grade point average for all work taken at ASU in order to graduate. A minimum of thirty semester hours in residence, including twenty-four semester hours of advanced work. Included in this total are twenty advanced semester hours in nursing courses in residence. See the ASU University Bulletin for additional requirements.

Each student must demonstrate satisfactory performance in the clinical laboratory at all times. All students must adhere to the rules and regulations as defined in the current Nurse Practice Act for the State of Texas (or similar rules and regulations in their other

state's NPA), and must subscribe to the Code of Ethics of the American Nurses Association while in the performance of duties in the BSN program.

Complete details on standards for retention in the program and criteria for admission can be found in the Angelo State University Bulletin, and can be accessed via the Internet through ASU's home page (http://www.angelo.edu).

BACHELOR OF SCIENCE IN NURSING
(64 semester hours)

The Bachelor of Science in Nursing degree program at Angelo State is designed for the registered nurse that has earned an Associate Degree in Nursing or a diploma from a hospital school of nursing. The baccalaureate program provides a broadened base in the biological and behavioral sciences as well as in-depth nursing skills needed to promote and provide professional nursing care. Community health nursing, research, and full length courses in leadership and management are content areas addressed in the baccalaureate curriculum that are not addressed in the preceding levels of education. Baccalaureate education builds and enhances clinical scholarship preparing graduates to advance to an area of specialized nursing practice.

Academic Major

Nursing 3301, 3303, 3402, 3601, 4301, 4302, 4601	28
Nursing Elective	3
	31

Other Requirements

Biology 3324	3
English 1302	3
Mathematics 3321 or Psychology 3305 or Nursing 4337	3
Art, Drama or Music (lower division)	3
History 1301, 1302	6
Government 2301, 2302	6
Communication 2301	3
Computer Science 1331, or Finance 2323 or University Studies 2323	3
	30

Elective	3
	3
Total Hours	**64**

For the student who has completed the ASU Associate Degree program, the above plan meets all curriculum and general requirements for the Bachelor of Science in Nursing degree. Students who did not complete the ADN degree at ASU, or students with a hospital Diploma in nursing, may need to complete additional courses.

3301**Trends and Issues in Professional Nursing (3-0-0).** Addresses pertinent trends and issues impacting professional nursing and the health care delivery system in general. A framework for ethical decision making is also presented.
Prerequisite: Nursing 2830/2831 or equivalent

3303**Professional Role Development (2-2-0).** The course focuses on the theoretical basis of role development of the professional nurse including communication skills, teaching techniques, counseling methodologies, and political action. All topics are presented with practical applications for health care.
May be taken concurrently with Nursing 3601.

3402**Introduction to Community-Based Care (2-2-3).** Focuses on the theory and skills necessary to provide community-base care to clients across the life span including comprehensive health and physical assessment, case management, and home health care.
Prerequisite: Nursing 2830/2831 or equivalent

3601**Case Management of Individuals and Families (3-0-9).** Application of the nursing process in the care of well and ill individuals and families in a variety of settings. Emphasis is on theoretically based nursing interventions.
Prerequisite: Nursing 3402. May be taken concurrently with Nursing 3303

4301**Research Process in Nursing (3-0-0).** Provides the student the opportunity to evaluate research studies for applicability of the findings in nursing interventions as well as to apply the basic steps of the research process to a project of his/her choice.
Prerequisites: Mathematics 3321

4601**Community Health Nursing (3-0-9).** This course focuses on theory-based nursing care of aggregates, communities, and society. Roles and functions of the community health nurse as well as settings for practice are examined.
Prerequisites: Nursing 3301, 3303, 3402 and 3601.   May be taken concurrently with Nursing 4602.

4302**Management in Nursing Practice (3-0-0).** Current theories of management, leadership, and change are explored and related to the nursing process in organizing and providing health care to individuals, families, aggregates, community, and society.
Prerequisites: Nursing 3301and Nursing 3601. May be taken concurrently with Nursing 4601.

4333**Critical Care Nursing (2-0-3).** Explores the interrelationship of human biopsychosocial dimensions of critical care nursing and examines the theoretical basis and nursing process for alterations in human functioning as consequences of critical illness and care.

4334   Cardiopulmonary Rehabilitation (3-0-0).   This course provides a basic understanding of exercise physiology of cardiorespiratory system, and in-depth study of diagnostic assessments, clinical care and post-event rehabilitation methodology of the coronary patient. The student will develop skills to assess and monitor rehabilitative therapy for various levels of function. Psychological needs and support systems for the families of coronary patients are also discussed.

4335   Home Health Care (2-0-3).   This course will present an analysis of selected issues and trends in home health care. Students will participate in a variety of clinical experiences with home health care clients.

4336   Pain and Therapeutic Interventions (3-0-0).   Pain, perceived and diagnosed, is explored from the patient's perspective. Anxiety's effect on pain, the difference between pain and suffering, and therapeutic approaches will be discussed.

4337   Statistical Techniques for Health Professionals (3-0-0).   Examines statistical techniques required to analyze data with specific applications for health professionals. Emphasis is placed upon developing SPSS computer databases, data analysis and interpretation of findings. Techniques include measures of central tendency and variability, correlation, regression, t-tests, ANOVA, chi square and multivariate analysis.
Prerequisite: Math 3321, or Psych 3305, or equivalent

4391   Research (0-0-0).   A specialized course providing research opportunities for superior students enrolled in the nursing program.
Prerequisite: Junior standing

Bachelor of Science in Nursing Elective Courses

NUR 2331 - Women's Health Care
NUR 2332 - Nursing Aspects of Aging
NUR 2334 - Basic Concepts in Identifying the Health Needs of Adolescents
NUR 2335 - School Health Care
NUR 2336 - Computer Applications in Nursing Science
NUR 4333 - Critical Care Nursing
NUR 4334 - Cardiopulmonary Rehabilitation
NUR 4335 - Home Health Care
NUR 4336 - Pain and Therapeutic Interventions
NUR 4337 - Statistical Techniques for Health Professionals
NUR 4391 – Research

ANGELO STATE UNIVERSITY
Department of Nursing
SUGGESTED CURRICULUM SCHEDULE

<table>
<tr><td colspan="4">UPPER LEVEL BACHELOR OF SCIENCE IN NURSING DEGREE
SUMMER – 11/2 YEARS</td></tr>
<tr>
<td>1ST SUMMER SESSION

HIST   1301
GOVT   2301</td>
<td>2nd SUMMER SESSION

COMM   2301
NUR   3303</td>
<td>FALL SEMESTER

NUR   3301
NUR   3402
*MATH 3321 or
    NUR 4337 or
    PSY 3305**
CS   1331, or
    USTD2323, or
    FIN 2323</td>
<td>SPRING SEMESTER

BIO   3324
NUR   3601
NUR   4301</td>
</tr>
<tr>
<td>1ST SUMMER SESSION

ART/DRAMA/MUSIC
ENG   1302</td>
<td>2NDSUMMER SESSION

HIST   1302
GOVT   2302</td>
<td>FALL SEMESTER

NUR   4601
NUR   4302
NUR   (Elective)
ELECTIVE - 3 - hrs.</td>
<td></td>
</tr>
<tr>
<td colspan="4">NOTE: *In addition to this 3 hour statistics requirement, students who did not complete math 1302 or 1311 in their lower division program must complete MATH1302 or 1311 if NUR 4337 or PSY 3305 is selected.</td>
</tr>
</table>

UPPER LEVEL BACHELOR OF SCIENCE IN NURSING DEGREE
FALL ENTRY - 2 YEARS

FALL SEMESTER	SPRING SEMESTER	1ST SUMMER SESSION	2NDSUMMER SESSION
NUR 3301 NUR 3402 COMM 2301 CS 1331 FIN 2323 or USTD 2323	NUR 3303 NUR 3601 BIO 3324	HIST 1301 GOVT 2301	HIST 1302 GOVT 2302
FALL SEMESTER NUR 4601 NUR Elective *MATH 3321, or NUR 4337, or PSY 3305**	SPRING SEMESTER NUR 4301 NUR 4302 ELECTIVE ENG 1302 ART/DRAMA/MUSIC		
NOTE: *In addition to this 3 hour statistics requirement, students who did not complete math 1302 or 1311 in their lower division program must complete MATH1302 or 1311 if NUR 4337 or PSY 3305 is selected.			

Appendix Item C
IDEA Student Ratings of Instruction: Additional Questions

1 = Definitely false   2 = More false than true   3 = In between
              4 = More true than false   5 = Definitely true

1. The online format made it possible for me to continue my education. = 4.5
2. Given a choice, I prefer the online format to the traditional classroom. = 3.9
3. I am comfortable with the computer technology used in this class. = 4.4
4. Support services were readily available and helpful in overcoming technologic difficulties. = 4.3
5. Course responsibilities were clearly presented by way of the syllabus, on-campus orientation, discussion board and other forms of online communication. = 4.2
6. Online group discussion is effective in developing student interaction and promoting professional relationships. = 4.1
7. Online group discussion increased my level of knowledge and enhanced my ability to think critically. = 4.0
8. My clinical experience was effective and I was able to meet course objectives. = 4.4
9. The preceptor/student relationship was beneficial and enhanced my learning experience. = 4.1
10. I was satisfied with the online evaluation process. = 4.3

Appendix Item D
Tenure and Promotion Policy Excerpts

V. Criteria For Tenure

Tenure denotes an entitlement to continuing appointment as a member of the faculty at Angelo State University in accordance with the provisions of Chapter V, Subsection 4.2. of the Regents' RULES AND REGULATIONS. Colleges/School and departments are encouraged to develop more specific guidelines to help faculty meet these criteria. Notwithstanding departmental and collegiate guidelines, the criteria below will serve as a University minimum. These guidelines rely heavily on "The Core of Academe: Teaching, Scholarship, and Service," originated by James E. Gilbert, which is included in its entirety as Appendix B of the Tenure and Promotion Regulations and Guidelines. A copy of this document is available in the Office of the Vice President for Academic Affairs.

A. General Eligibility for Tenure

Faculty members who hold the rank of Professor, Associate Professor, or Assistant Professor are eligible for tenure upon completion of a required probationary period. The maximum probationary period is six years of full-time service at the rank of Professor, Associate Professor, or Assistant Professor. Faculty members seeking tenure must apply at the beginning of their sixth year of full-time service. As specified in Chapter V, Subsections 4.22 and 4.26 of the Regents' RULES AND REGULATIONS, periods during which a faculty member is on leave of absence may not be counted toward fulfilling the probationary requirement; in addition, if a faculty member is appointed to a tenure-track position after the beginning of an academic year, the period of service from the time of appointment to the beginning of the next academic year shall not be counted toward fulfilling the probationary requirement. At the discretion of the University, up to three years' probationary service can be credited toward tenure for service at other academic institutions or in non-tenure track service at Angelo State University. Such credit must be specified in writing at the time of the faculty member's employment in the tenure track. In exceptional circumstances, distinguished senior faculty may be granted tenure at the end of one academic year if recommended following all the procedures in these regulations.

B. Faculty Responsibilities

1. Teaching. Teaching has four components: (1) academic program planning and development; (2) classroom instruction and evaluation; (3) mentoring and other forms of colleague and student interaction; and (4) advising. The process of evaluating teaching will be specified by each department but will likely involve self-evaluation, peer review, department head evaluation and student evaluation of as many of the four components as feasible.

Academic Program Planning and Development involves assessing the educational goals of a particular field of study. With goals established, objectives are identified that define the course of instruction. The task of planning any course of instruction is to specify the desired results of the course and the best and most effective methods to achieve those results. The faculty member is expected to demonstrate effective planning in courses of instruction.

Classroom instruction consists of using all appropriate techniques and resources to assist students in achieving classroom objectives. It is not a random encounter, but is an orderly, sequential process. The faculty member should demonstrate knowledge of the subject material, skills, and theory to be taught, learning experiences, instructional media, and facilities available. The faculty member should aspire to guide students into a lifetime habit of learning. A teacher at Angelo State University should have a positive influence on students. The faculty member should periodically review course materials to incorporate current scholarship, texts, evaluation instruments, and instructional media. The faculty member should evaluate students effectively, fairly, and promptly.

Mentoring more junior faculty, interacting with academic colleagues and helping students are essential components of effective teaching. Faculty should seek opportunities to interact with colleagues to improve instruction. Such interaction is demonstrated by attendance at professional conferences, conventions, and meetings relevant to teaching, discussion of pedagogy and course subject matter with senior colleagues, and helping less experienced faculty. The faculty member should demonstrate a desire to include students in academic research or creative projects, out of class discussions in the faculty member's academic subject area, and to assist students outside of the classroom in learning both course and noncourse material.

Student advisement goes beyond the normally expected tasks of reviewing academic regulations, assessing student compliance with degree requirements, assisting students in making out a class schedule, or student discipline. It is a means by which the faculty member can assist the student's development as an independent thinker and learner. It is an active process of sharing between the faculty member and the student concerning any topic relevant to the student's academic program. The faculty member should not only be willing to advise students, but should demonstrate a genuine concern for advising them.

2. Scholarly/Creative Activity. The term "scholarship" covers a wide variety of activities, but taken together, scholarly activities are exemplified by dedication to the life of the mind and a continual and organized effort to expand understanding of the academic discipline. The scholar should be willing to subject the results of investigative or creative processes to peer evaluation and to share these results with colleagues, students, or the general public. Thus, scholarship complements teaching as well as fostering professional growth and development for individual faculty members. It should therefore be initiated during the first year of

probationary service and assume increasing sophistication in each subsequent year. Scholarship may be demonstrated by, but is not limited to, the following:

An ongoing program of organized research. This research may seek to discover new knowledge (fundamental research), utilize knowledge to solve specific problems (applied research), or develop more effective means of communicating knowledge to others (pedagogical research).

Analytical writing. This writing may lead to conventional publications in journals, monographs, textbooks, abstracts, and critical book reviews. It may also produce teaching aids such as computer-assisted instruction, scripts for distance learning, or self-instruction modules. In addition, it may produce documents that, while not suitable for formal publication, are nevertheless valuable contributions in a specialized field of study.

Other kinds of scholarly/creative activity, which should be mentioned, include the following:

- Creative activity in literature and the arts
- Professional consultation
- Editorial activity for commercial presses or professional journals
- Participation in professional organizations leading to direct benefits to the academic mission of the University
- Applying for and receiving grants
- Obtaining regional, national, or international recognition for the University as a result of invitations to deliver presentations, of service as a visiting scholar, of participation in institutes or workshops, and of acknowledgment of contributions to a particular field of study.

3. Leadership/Service. Faculty members should strive to make meaningful and useful contributions through service to the University, their professional area, and the community. Credit for service outside of the University should not supersede credit for service within the University; rather, service to the community should augment service to the University. Whenever possible, community service to be cited in support of promotion and tenure should relate specifically to the faculty member's area of expertise, be performed in the capacity as a designated representative of the University, or be a part of a University-sponsored effort. Creditable University service could include:

- College/School, University, and ad hoc committees;
- Governance bodies;
- Conducting continuing education courses and other non-credit courses;
- Contributions through professional service in an official capacity in a professional organization;
- Pro bono publico consultation in the area of the faculty member's area of expertise;

- Service in the faculty member's area of expertise;
- Service related to recruitment, retention, or orientation of students; and
- Sponsorship of student professional and honorary organizations.

C. **External Evidence of Merit**

Honors, Awards, and Achievements. The faculty member may note evidence of honors, awards, and achievements that attest to excellence in teaching, research, scholarly and creative activity, and service. This evidence of merit or recognition should attest to the quality of the faculty member's work. Data may include but need not be limited to the following:

- Citations received for service to the local community;
- Recognition of excellence in teaching;
- Prizes and awards received for outstanding research or creative activity;
- Awards by professional organizations for editing responsibilities;
- Citations received from local, state or national civic organizations;
- Recognition by professionally affiliated peers for outstanding service;
- Certificates of award; and
- Awards for publications, presentations, or exhibitions.

VI. Procedures For Tenure Application

Each faculty member is responsible for initiating the process of applying for tenure. Upon notification of eligibility at the end of the fifth year of probationary service, the applicant should complete the portfolio and apply at the beginning of the sixth year of probationary service as outlined below. The forms needed for this process can be obtained from the Department Head.

Once the application has been submitted, it will continue through the process to the President of the University. The single exception to this procedure is that the applicant can withdraw the application at any time. The actual dates for the process will be fixed each year by the Vice President for Academic Affairs.

VII. Definition of Ranks and Criteria for Promotion

Promotion and the granting of tenure are two separate and distinct actions, although the performance expectations are similar. Salary increases for faculty are to be awarded on the basis of merit and performance in accepted activities including teaching, scholarly or creative activity, and service, as established in statute. A faculty member must demonstrate an increased degree of commitment to standards of teaching, scholarly/creative activity, and leadership/service in order to be considered for each successive advancement to a higher step or promotion in academic rank. Further, the following criteria for promotion represent minimum requirements of eligibility and do not guarantee promotion if met.

The tenure-track ranks and the professional specialist position include multiple steps for performance-based advancement. Faculty who are applying for promotion in step must have completed one full year in step prior to application. Faculty who are applying for promotion in rank must have completed two full years in the highest step prior to application. Faculty members in tenure-track positions may be considered for salary advancement and promotion only after all of the requirements and qualifications described below have been met. Faculty in the instructor positions can advance in salary based upon criteria proposed by each department and established by the University. In most cases, promotion to a higher academic rank, particularly to those of associate and full professor, will require a greater length of successful teaching service than the minimum number of years specified.

In accordance with the Southern Association of Colleges and Schools and state mandates, each full-time and part-time faculty teaching credit courses counting toward the baccalaureate degree, other than physical education activities courses, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline (Criteria for Accreditation, Commission on Colleges, Section 4.8.2.2).

Appendix Item E
Texas State University System Copyright Policy

10.1 Policy Statement and Purpose.

Copyright is the ownership and control of the intellectual property in original works of authorship that is subject to copyright law. The purpose of The Texas State University System copyright policy is to outline the respective rights, which a component and members of its faculty, staff, and student body have in copyrightable materials created by them while affiliated with the component.

All rights in copyright shall remain with the creator of the work except as otherwise provided by Section 10.2 of this policy.

10.2 Ownership of Copyright.

10.21 The System and its components claim no ownership of fiction, popular nonfiction, poetry, music compositions, or other works of artistic imagination that are not component works. For other materials that are totally faculty generated with no university equipment or aid other than that routinely used by faculty in duties associated with teaching, the faculty member holds the copyright and complete intellectual property rights.

10.22 If the work is contracted in writing by the component of the employee on a work for hire basis, the component then owns the copyright and all benefits of the materials.

10.23 Copyright of all materials (including software) that are developed with the significant use of funds, space, equipment, or facilities administered by a component, including but not limited to classroom and laboratory materials, but without any obligation by the component to others in connection with such support, shall be held by the component.

The provision of office or library facilities alone shall not be construed as providing substantial resources, which shall include, for example, the purchase of new technology software or equipment not normally needed for the employee's duties, and/or a substantial monetary award explicitly for the creation of the work.

10.24 Copyright ownership of all material (including software) that is developed in the course of or pursuant to a sponsored research or support agreement (i.e., an agreement which provides funds, space, equipment, or facilities for research purposes) shall be determined in accordance with the terms of such agreement, or, in the absence of such terms, the copyright shall be held by the component. The agreement may grant the employee a non-exclusive educational license allowing the employee to share royalties from third parties using the materials.

10.3 Mediated Coursework.

    10.31 Mediated courseware includes, but is not necessarily limited to, instructional materials delivered over the Internet, synchronous or asynchronous video or audio courses, components of course, or instructional support materials.

    10.32 Copyright of mediated courseware developed without specific direction or significant support of the component shall remain with the employee. No royalty, rent, or other consideration shall be paid to the employee or former employee when that mediated courseware or a modification thereof is used for instruction by the component. The employee or former employee shall take no action that limits the component's right to use the instructional materials and shall provide written notice on the courseware itself if the component's right of use. See *Chapter V, Paragraph 4.75* of these Rules for the policy on noncompetitive use of employee-owned, mediated courseware.

    10.33 Copyright of mediated courseware, developed at the specific direction or with the substantial resources of a component shall be jointly held by the component and the employee, unless otherwise specified at the time of commissioning of the work, and shall not be used without written consent of the component. The component shall have the right to modify the courseware and decide who will utilize it in instruction. Royalties or revenues generated from the licensing of such mediated courseware may be jointly shared with the employee as noted in this *Paragraph 10*. The component may specifically agree to share control rights with the employee.

10.4 Distribution of Copyright Royalties.

    10.41 Creators of copyrightable material not owned by a component, or to which a component has relinquished any ownership claim, own the copyrights in their works and are free to publish them, register the copyright and receive any revenues, which may result there from.

    10.42 Royalty income received by a component through the sale, licensing, leasing, or use of copyrightable material in which a component has a property interest will normally be shared with the author and the component where the material originated.

        10.421 The net royalties or other net income received by the component will, in most instances, be distributed under a formula of fifty percent (50%) to the author and fifty percent (50%) to the component.

        10.422 Any distribution which grants the author more than fifty percent (50%) of net royalties shall require approval of the Board of Regents.

10.423 In the event of multiple authors, the proper distribution of the fifty percent (50%) author's share shall be determined by their component president, as appropriate.

10.424 The disposition of the fifty percent (50%) dedicated to the component is within the discretion of the component president.

10.43 In the event that an author contributes a personal work to a component, a written agreement accepting such contribution shall be executed. The terms of the agreement shall include a statement governing the division of royalties between the component and the author.

10.44 In cases of extramural funding, the terms of the funding agreement shall govern the division of any royalties that may result from commercialization of materials resulting there from. In the event that the funding agreement vests royalty rights in a component, and does not provide any royalty share for the author, the author shall be entitled to the same proportionate share he or she would have received if the work had not been extramurally funded. Such a royalty payment to the author, however, may not violate the terms of the funding agreement. Such share shall be a proportion of whatever share is owned by the component under the terms of the funding agreement and this policy.

10.5 Revision of Materials. Materials owned by a component under the terms of this policy shall not be altered or revised without providing the author a reasonable opportunity to assume the responsibility for the revision. If the author declines the opportunity to revise such material, the assignment of responsibility for the revision will be made by the president.

10.6 Withdrawal of Materials. Materials owned by a component shall be withdrawn from use when the component in consultation with the author deems such use to be obsolete or inappropriate. No withdrawal or other discontinuance shall take place that would violate the terms of any licensing or other agreement relating to the materials.

10.7 Use of Copyrighted Software.
Texas State University System and its components are committed to: (1) providing faculty, staff and students with the computer hardware and software necessary to perform their respective job tasks and instructional assignments; (2) protecting its computer environment from viruses; and, (3) maintaining compliance with the U.S. copyright laws and software license agreements and discouraging copyright infringement. This policy applies to all component computer users, including faculty, staff, and students. Employees and students, who illegally duplicate software and/or its documentation or otherwise fail to comply with component third party software license agreements, will be subject to disciplinary action up to and including termination of employment or expulsion from school.

10.71 The use of component-owned or leased hardware or software is limited to component business or instruction- related activities. Software that has not been purchased or licensed by the component or for which the individual user cannot demonstrate or certify purchase or license for business or instructional use may not be loaded onto component-owned or leased computers.

10.72 Copyright Compliance. Users of licensed software must read and comply with the license agreement. When a component has contracted for a site or enterprise license, copying of the software media up to the number of licenses may be allowed, depending on the license agreement. The software user generally may:
- Make only one backup copy of the software for archival purposes. If the underlying license is discontinued, this copy must be destroyed.
- Make a copy if it is required as an essential step (and NOT AS A MERE CONVENIENCE) in installing the software on the computing equipment.

10.73 Federal law requires compliance with the following restrictions when using software acquired by the component:
- A user shall not install software on more than one computer, unless written evidence exists that the component has purchased the software and the license gives the purchaser the right to install it. Should a user find such software, the user should immediately uninstall the software, remove the files from the computer, and destroy any media copies.
- Manuals, and other copyrighted materials, shall not be copied without specific, written permission of the publisher.
- Upgrading a software package does not release the software user from the terms of the original agreement, unless the software developer changes the license agreement. The old version of the software may not continue to be used on a different computer or be distributed for use to others.
- When concurrent use is allowed by the license agreement, the number of concurrent users of a local area network (LAN) version of purchased software may not exceed the number of licensed users.

10.74 License Agreements. Each manufacturer includes a license agreement package with its software that details any restrictions on its use. Component users must comply with the vendor's license provisions regarding the use of the software, even though the individual user has not personally signed the license agreement. License agreements differ among the various software vendors and some may grant additional rights, such as allowing use on a portable or home computer. The component shall hold the user responsible for reading, understanding and complying with provisions of the license agreement for each software package.

10.75 Component Responsibility. Each component shall publish software copyright policies and operating procedures that articulate specific steps

implementing this Subparagraph 10.7 and covering, at a minimum, the following topics:

- Guidelines for use of component computer hardware and software;
- Computer and Software Use-User Education;
- Software Selection, Budgeting & Acquisition;
- Software Inventory, Audit & Copyright Compliance.

Appendix Item F
Listing of Contracted Clinical Agencies

Hospitals/Medical Centers/Clinics - San Angelo
San Angelo Community Medical Center
West Texas Medical Associates
Shannon Medical Center
Shannon Clinic
Baptist Memorial Geriatric Center
River Crest Hospital
SCCI Hospital - St. John's Campus
Goodfellow Air Force Base Clinic

Other Health/Clinic Facilities - San Angelo
Adult Day Care of San Angelo
Angelo Health Care Services
Concho Valley Home for Girls
Ethicon, Inc.
Hospice of San Angelo
La Esperanza Clinic
MHMR Services for the Concho Valley
Planned Parenthood of West Texas
SAISD
San Angelo State School
San Angelo-Tom Green County Health Department
AIDS Foundation of San Angelo
Angelo Dialysis Center
Cardiothoracic & Vascular Surgeons
Family Planning of San Angelo
Head Start - Tom Green Action Council
Institute of Cognitive Development
Lighthouse for the Blind
San Angelo Developmental Center
Texas A&M Agricultural Extension
West Texas Rehabilitation Center
Vista Care Family Hospice
Early Childhood Intervention - Reg. XV

Out of Town Hospitals/Health Clinic Facilities
Abilene Adult Day Care
Abilene Regional Medical Center
Abilene State School
American Cancer Society - Austin
Angels At Home - Corsicana

ARRT Program - Abilene
Big Spring School District
Big Spring State Hospital
Christus Spohn Shoreline Hospital
Cisco Elementary School
Crockett County Care - Ozona
Cross Timbers Clinic - DeLeon
Day Nursery of Abilene
Dialysis Center of Abilene
Dora Roberts Rehab. Center - Big Spring
Dr. Debbie Dorie Clinic - Eldorado
Dr. Marc Schwarz Clinic - Big Spring
Dr. Oswalt/Family Health Clinic - Eastland
Harris Methodist Erath County Hospital - Stephenvillle
Hendrick Medical Center - Abilene
IHS Hospital - Dallas
Kimble Hospital - Junction
Lifeline Home Health - Richardson
Medical Care Mission - Abilene
Merkel School District
Mesquite ISD
Methodist Hospital - San Antonio
Midland Memorial Hospital
Midland Orthopedic Clinic
Mitchell County Hospital - Colorado City
Odessa Regional Hospital
Outreach Health Services -Abilene
Park Haven Nursing - Greenville
Permian General Hospital - Andrews
Presbyterian Hospital - Dallas (MSN)
Rolling Plains Rural Health Clinic - Sweetwater
Scenic Mountain Medical Center - Big Spring
Scott & White - Temple
Sears Methodist Centers - Abilene
Soleus of the Hill Country - Austin
South Austin Hospital
Stephenville Medical-Surgical Clinic
Sweetwater/Nolan County Health Dept.
Texas Cancer Center - Abilene
The House That Kerry Built - Abilene
TWU Student Health Clinic
VA Medical Center - Big Spring
Windcrest Alzheimers Center - Abilene